

Tandalay Guidelines for Quality Instruction

Tandalay PE and Recreation Lesson Plans meets NASPE and State Standards and include easy to administer assessments based on NASPE standards and benchmarks. All of the lesson plans take into account the various stages of learning, social development and interaction, and progressive motor skill development.

Our emphasis is on having fun while moving to promote a life-long love of movement, exercise, and the pursuit of health and fitness! Character development - Character Counts PLUS sportsmanship, teamwork, cooperation, and acceptance - is taught with hands-on, practical application. Follow the strategies and use the techniques outlined here for a successful and rewarding movement experience!

WITH TANDALAY CURRICULUM

- **ALL of the players are active ALL of the time.** (Snapshot rule: if you take a picture of the game in progress, how many kids are actively participating at that moment?)
- You won't find ANY activities that could be **INTIMIDATING** or **EMBARRASSING** for kids. Play your games with **Fluffilos** to instantly reduce the intimidation factor!
- **Students never wait in line for a turn.**
- You won't find games where players get **OUT** and can't get back in. (We've eliminated elimination games.)
- Games are developmentally and grade-level appropriate.
- We use **NON-TRADITIONAL** variations of traditional sporting activities. (Including RELAYS! Play cooperative, team relays for more fun and constant action!)
- You will **always be prepared**- and be **prepared for anything!** Things will not always work out the way you've planned. With Tandalay Curriculum it is easy to substitute equipment, lessons, activities, or the playing surface. You can play with large classes or small groups.
- You may have too many **activities** to finish them all in **one lesson**. Use your best judgment when moving from one activity to the next. As soon as you see a flicker of disinterest in the current activity, move quickly to the next one. It is better to have more activities than you can get to, than not enough activities to maintain interest. If kids lose interest it reflects in their behavior. You can always play again tomorrow!
- **You will make PE/Recreation FUN**, help every student feel **SUCCESSFUL**, create a physically and emotionally **SAFE** environment, and make movement **RELEVANT** and **REWARDING** for every student!
- You will be teaching concepts like **health** and **wellness**; **nutrition** and **fitness**; **acceptance** and **respect** for self and others; conflict resolution; and **SPORTSMANSHIP**, **INTEGRITY**, and **HONESTY!**
- Tandalay Lessons progress **developmentally** from:
 - simple to more complex activities;
 - individual, to partner, to small groups;
 - from non-competitive to more competitive;
 - from activities that require little skill to more challenging activities.

EVERY-DAY LESSON PROCEDURES

- **Introduce your lesson focus/topic along with the goal for the day.** Each of our units provide standards-based assessment criteria that are used to help define the goals for each lesson.
- Check that you are prepared with the **equipment** needed for the day. You will find the equipment needed for the week on the outline page, and for each day on the lesson plan provided.
- **Beginning Placement:** When outside or in the gym, beginning placement is with the students "in formation," or gathered in close, and within your "good" hearing and seeing range. If you hold your hands outstretched, then move them in diagonally to form a 90 degree angle in front of you, this is the area the students should all be in. Have the students closest to the front "take a knee" so that those in the back can see and hear you better.
- **Set Expectations:** Everyone in starting place ready to listen and follow directions. Check for whole body listening: hands down, feet still, eyes watching. Expectations for behavior during class might include fair play, being encouraging and motivational to all in class, putting forth own best effort, and watching out for safety issues. State clear expectations at the beginning of each lesson.
- **Model Desired Task or Activity:** Present with energy, thoroughly and quickly. Your goal is to demonstrate the game or activity as clearly and concisely as possible to maximize playing time.
- **Participation – Action:** During the playing time, encourage students and expect active participation and teamwork.
- **Ending Placement:** this may be the same as your beginning placement, or you may choose to end each day in a circle formation (coach is PART of the circle - not inside or outside of it), but try to keep it consistent.
- **Closure and Evaluation:** A cool-down activity is provided each for each day's lesson. Each lesson should also be followed with a form of evaluation. For example, student's may quickly take turns stating two or three positive aspects of today's lesson.
- **Teacher's Comment:** End each day's lesson with a special acknowledgement of a job well done, attitude, teamwork, or thanks for a specific behavior. This is also a good time to remind, challenge, or encourage students in a particular skill that may need more work. Use "Have a nice day, I'll see you tomorrow" at the close of each day, or come up with a closing phrase of your own that has the same positive overtone.

- **Teacher Evaluation.** It is essential to evaluate the day's success in order to plan for the next lesson, and strategize for improvement in both teaching styles and strategies and student performance. Incorporate one or both of the methods listed here:

Evaluation of Today's Lesson (short answer)

Date: _____ Day: _____ Lesson Topic: _____

Lesson Goal: _____

Circle one: POOR FAIR GOOD EXCELLENT

Improvement needed in.....

Successful in.....

Changes to incorporate for next lesson:

Evaluation of Today's Lesson (checklist)

Day, Week, Topic, and Goal	intro	demo	transitions	class mgt.	interaction
M:					
T:					
W:					
Th:					
F:					

Introduction of the day's focus and goals. Reminder to students of expected behavior. Were the goals and expectations stated clearly?

Modeling and demonstration of each activity. Did you demonstrate each activity AS you explained it EVERY time?

Transitions. Were your transitions between activities organized? Did you form groups quickly and have a strategy for equipment distribution? Did the students know what to do at the end of one activity and were they "whole-body-listening" and in the proper formation for receiving instructions for the next activity?

Class Management. How was the behavior of the students? Did you handle each situation calmly, directly, timely, and fairly?

Student Interaction. Were you motivational and encouraging to all students? Did you play favorites? Or worse, play NON-favorites? Did you engage in **positive reinforcement** via verbal praise, thumbs-up, or high-fives?

Use numbers or symbols for evaluation.

key to symbols:

1 or minus sign = needs improvement

2 or plus sign = good

3 or star = excellent

INSTRUCTIONAL STYLES, STRATEGIES & TECHNIQUES

- **DEMONSTRATE/MODEL everything!!!** Show it AS you tell it EVERY time! Students will not hear anything you say without a demonstration. Show the activity either by demonstrating it yourself (for an individual activity), with a partner to help you, or with a small group to serve as your "demonstration team." Demonstrate every aspect of the activity as much as possible - from boundary lines to finish lines. It may seem very simple to you - but students "get it" much faster when they can see it. You should not ever be speaking without moving along with the words.
- When giving instructions, always say, "**When I say go...**" or "On my signal I want you to..." Otherwise the students will begin to do it while you are still talking.
- Use an **attention-getting signal** and make sure the students know what to do when they hear it. **Don't use the same signal for both "go" and "stop."** (This tends to cause confusion for some students and you end up with some starting and some going!) To begin the activity use "**GO!**" To end the activity, use a long whistle. When the activity is over, the students gather around you as fast as possible (or get "in formation" as described below), with the students closest to you taking a knee so that those in the back can see. To get students to freeze on the spot (for rule reminders or game variation instructions), use a short, sharp whistle.
- **Never allow STUDENTS to pick teams OR team captains.** YOU are the coach and it is your job to establish groups and to appoint a team captain. You may ask for volunteers from each group to be captain for an activity - but do not let it turn into a popularity contest. During the next activity, or for the next round of the current activity, have a new person from the group act as "captain."

- **Find various ways to form groups quickly, fairly, and randomly.** "Mix n' Match" is a fun way to get kids into groups quickly, and also serves as a fun warm up!
 - To use "Mix n' Match" simply have the students travel about randomly in the general space of the playing area. When you call out a command such as toe-to-toe, the students scramble to get toe-to-toe with a partner as fast as they can. Use a different locomotor skill (gallop, slide, hop, jump, leap, bear crawl, crab walk...) for each round.
 - Hold up any number of fingers while you call out your commands to form various sized groups. For example, have the students galloping around, then hold up 4 fingers and call out back-to-back (or elbow-to-knee!). The students quickly form groups of four and stand back-to-back (or elbow-to-knee!).
 - If you are actually looking for **FOUR teams**, not groups of four, then you can simply have one member of each group raise their hand: this is TEAM ONE - go stand over there. Have another player from each group raise their hand: this is TEAM TWO - come stand over here...
 - Combining these two methods keeps the students guessing - they never know if they're going to be in the group they're with – or separated!
- Groups can also be formed by setting **random criteria**. If you have a brother, raise your hand/come stand over here. If you have more than one pet... If you are wearing green... and so on.
- Use your **Fluffilos** (or colored equipment or nametags or stickers...) to designate teams, groups, or partners. Use matches, mismatches, primary or secondary colors, mixed vs. solids, etc.
- Use the **"In Formation"** Technique
- Students line up in four, five, or six rows, as deep as need be to accommodate the group size. Establish **"formation"** at the beginning of each class period, or weekly or monthly, placing students in various positions of the formation so that everyone gets a chance to be "line leader" an equal number of times.. It's a great formation to utilize army terms like "ten-hut!" and "at ease"

X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

- Using this formation is also excellent **class control**. Practice getting into formation quickly and quietly. The row that gets in line the most quickly and quietly can be selected as your demonstration team for explaining the next activity!!! For even greater efficiency and class control, have students "take a knee" in formation.
- To teach young students how to get into formation, **begin by having hoops** (or Fluffilos) placed in color-coded rows: red line, yellow line, etc. Once students get used to finding their personal space and getting to know their "spot" with the hoop, you can transition to no-hoops when ready.
- "In formation" is also great for **forming groups** of various sizes. Use horizontal lines, vertical lines, half-lines, etc. for various team sizes. Mix it up so that the same people are not always in the same groups, but they DO always return to the same spot when "formation" is called.
- Establish an **emotionally SAFE** and SPORTSMANLIKE environment - free from bullying, intimidation, and harassment. THEN begin to introduce competition.
- As a coach, part of your job is to produce **responsible citizens**. You have an opportunity to teach the importance of honesty, respect for self and others, responsibility, integrity, fair play, and acceptance of self and other's strengths, differences, and weaknesses. When you are out on the playing field you have a unique opportunity.
 - **Teach honesty** by stressing the importance of being honest during play. Is it fun to play with someone who cheats? How does it make you feel when the person competing against you cheats? If you cheat to win, have you really won at all? Aren't you cheating yourself and your own personal integrity when you don't play honestly? Doesn't it feel better to lose, but to know that you played fairly and honestly and did your best? Or even better, when you win, doesn't it feel great to know that you played honestly and won because you gave it your best effort - not because you cheated?
 - **Teach respect** for self and others by not allowing put-downs or negative comments about ANYONE - including yourself - in your classroom. Establish a reward system for students who compliment each other. Brainstorm ways to be encouraging. "You are a team in this class. Your job is to support each other, respect each other, and encourage each other to be their best!"
Teach responsibility by holding students accountable for their actions. Whether in word or deed, personal choices result in various outcomes. Emphasize that when you choose the behavior, you choose the consequence. "Expected responsibilities in this class include being a responsible teammate and trying your best. You need to be responsible with your equipment and treat it well so that it will last us throughout the year. You need to be responsible to yourself and always strive to be the very best YOU that you can be..."

- **Teach acceptance** of self and other's strengths, differences, and weaknesses. Acknowledge that all of us are at different levels, that we all have different strengths, and that we all have individual weaknesses. By accepting our own weaknesses, playing to our own strengths and acknowledging our own differences, we will be better able to accept others. "In this class, we will cheer on our teammates at every opportunity. If we are running a timed mile, we will celebrate EACH individual's success. If any of you improve your time by even one second, we will celebrate with you. It doesn't matter if you are first or last - we will cheer you on because we are PROUD of your effort and your contribution to our TEAM."
- **Teach sportsmanship** by using the high-five line (teams line up in single file, then walk towards each other, giving high-fives and "good-game" as they pass) after each lesson, or by forming a tunnel (players stand facing each other, hands-to-hands up high) for the winning group to run through, or by performing the "2-4-6-8 Who do we appreciate" chant. **Teach what it means to be a good sport.** For example, if a student accidentally knocks someone down during play, but stops to help him/her up, that is demonstrating good sportsmanship. If a student misses a ball and the team loses the point, but another on his team comes over and gives a high-five and a "good try" or "we'll get it next time," that is good sportsmanship. Talk about how to show sportsmanship as a class and work as a class to achieve a goal.
- Don't talk until **EVERY** student is **listening**. Give them something specific to do with their hands, the equipment, and their mouths while you are speaking. "When I say LISTEN UP! I need you to take a knee, hold your equipment behind your back with two hands, and SMILE quietly."
"POPSICLES FREEZE!" is a fun way to get kid's attention... then "POPSICLES MELT..." is a fun way to get them seated. Another good one is "1-2-3 Eyes on ME" with the student response: "1-2 Eyes on You!"
- **Keep your playing groups small.** A general rule of thumb is no less than three-four students per piece of equipment. On offense/defense games, team sizes should be no larger than 5 players per team when one piece of equipment is being used.
- When playing large group games, the equipment/rules should **maximize participation**. For example, if you play our Tandalay "Capture the Fluffilo" game, you will note that there should be one Fluffilo per player, even though it is a large group game with only two teams. If you only have one piece of equipment for the game, please keep those groups small to maximize player interaction, participation, equipment handling opportunities, movement and motor skill experience, and teamwork.
- In **Cooperative Games** players need to work together to achieve a common goal. Do your best to keep your groups as **diverse** as possible - from ethnicity to skill level. Students learn and perform better when working with peers of various abilities and backgrounds. It helps each student discover his/her own strengths, while learning to accept help and support from the group.
- When the class is in a circle formation, always stand as **PART of the circle** - not inside of it. This way you will not have your back to anyone, AND your voice will travel to everyone in the circle.
- **Be flexible!** Know when to throw in the towel. If an activity is simply not working - skip it - and move on to the next one. Sometimes this happens. No need to fight it. There are too many other games and activities to play to let yourself get bogged down on ONE of them. That's one of the reasons why we have so many! It gives you the opportunity to pick and choose your favorites, skip the ones that don't work so well for you, and have fun playing ALL YEAR LONG!

EQUIPMENT HANDLING AND DISTRIBUTION

- Students of all ages **LOVE** playing with various types of **equipment**. If the equipment is visible at the start of the lesson, the students will head straight for it and begin play. This is O.K. and even desired if you are in a situation where you need to wait for a few minutes to get organized. Then use the equipment for individual exploration and allow the students to use the equipment in their own space. **When you are ready to begin the lesson**, give your signal (a long strong whistle blow), give specific instructions for them regarding what to do and how to handle the equipment. ("Freeze! Put your hoop around your waist, come on in and gather round, place your hoop on the ground and sit inside of it criss-cross applesauce.")
- If you don't want the students to get into the equipment right away, put it someplace where it won't be a distraction - keep it bagged up, or out of view.
- When you are ready to **distribute** the **equipment**, use.. "By the time I count to five I want you to go get a yarn ball, come back to me, and sit quietly with your yarn ball on your head, and your hands folded in your laps. Do it as quickly and quietly as you can. Ready? Go!" Then count. Be specific about what they are to do, how quickly they are to do it, and what they are to do when they've done it.
- **To distribute equipment quickly and efficiently** spread out the equipment on the other side of the playing area, or have piles on opposite ends of the field, then have the students hustle over to get their equipment. Use various locomotor movements such as galloping, hopping, sliding, gliding, etc. You can even challenge them by giving one move to use (such as bear crawl) TO the equipment, and then another move (kangaroo hop) on the way back.
- **Use students** to help set up, distribute, and clean up equipment. Although you will never have group-elected team captains, or team captains who pick teams, you WILL want to appoint team captains to help out with equipment distribution and clean-up. **Team captains** can also learn leadership skills by being motivators for

their team and helping with team enthusiasm as well as keeping the team in line (quiet, listening, playing fairly, etc.)

- **Provide many team captain opportunities.** Give every student in the class equal time as captain. (For shy students, always make it an option, or wait a few weeks before putting them on the spot. Once comfortable in the class, and after you have established an emotionally SAFE environment in the class, they will probably be ready!)
- Incorporate **equipment distribution** and clean-up into your warm-ups and cool-downs. By having the students travel and move in various ways to pick up their equipment, it serves as a very good warm-up! During their cool-down time, or immediately following the last activity that requires equipment, have the students bring in the equipment and put it away. Use your team captains to collect equipment from their teams and to perform the final count on the equipment. **Be sure to count it up after every lesson.**

CLASS MANAGEMENT

- **Keep them busy!** The very best way to avoid behavior problems is to keep kids so busy that they don't have time to misbehave! Let the kids help you set up. Give everyone a task. Know your games and rules so you don't have to spend time trying to figure it out on the field. Keep your instructions SHORT and ALWAYS SHOW the activity as you tell it - either yourself, or with a demonstration team. **Explain and demonstrate** (at the same time! Don't explain first, then model, MODEL WHILE YOU EXPLAIN!) the rules QUICKLY and **GET THOSE KIDS MOVING!!!!**
- Establish clear **expectations** with clear **consequences** (and rewards). "I expect you to play fairly and according to the rules. If you choose to play unfairly or to break the rules, it will not be possible for you to continue playing until you are ready to do so."
- **Set your expectations high**, and don't settle for less. If your students are not meeting with your expectations, have them repeat the task until they do. It's that simple. Don't move on until you have achieved your goal. During your first lesson, you need to establish your expectations for what the students will do when you blow your whistle. If you spend the entire first lesson blowing your whistle, hustling in, getting into the desired formation and getting ready to listen... then the kids are talking... taking too long to settle down - send 'em back out, call them back in, and try it again. Do it again and again and again until they come in quickly (by the time you count down from 5), quietly, and in the right formation. Next lesson, if they forget, do it again!
- **Praise, Praise, Praise!!!** When they finally get it right, or if they remember to get it right the next lesson, praise them with all of the enthusiasm you can possibly muster - and then some!!! Gush all over them! "I AM SOOOOO PROUD OF THE WAY YOU DID THAT!!!!!! I think the whole class is going to get stickers today! That was absolutely FANTASTIC!!!!!" (By the way, that method also works on adults - set your expectations high, repeat the task with more specific directions, then praise praise praise! Try it - you'll be surprised at the results you get!)
- **Set the tone.** Use a low, firm tone of voice when you are looking for compliance. Get down on the student's level, look him/her in the eyes and maintain eye contact. Repeat your expectations, warning of the consequence, then follow with "Do you understand what I'm telling you?"
- Use a higher tone, and a lighter voice for **praise** - and use it **frequently**. Remember, your goal is to catch kids being good! Find your "worst" kid, then watch for every opportunity to reward him/her with praise for a legitimate good job - and watch that student's attitude change before your eyes!
- The STUDENT **chooses** the **behavior** AND the **consequence**. Make sure the consequence is appropriate for the behavior, and that it is enforced consistently across the board. If a behavior is not tolerated one day, but is overlooked the next, students will need to test their boundaries anew on a daily basis.
- **Be firm, yet fair to ALL students.** Do not play favorites. Do not pick on the same students over and over. When you find yourself directing instructions to the same students over and over, it is time to put special effort into catching those students being "good!"
- Emphasize that it is the student's **BEHAVIOR** that is **unacceptable** - but that you appreciate them, care for them, and value them NO MATTER WHAT they do. Never attack an individual's character by making a sweeping generalization. Never use the phrase "You are ALWAYS so..." or even "WHY are you so _____ all the time?" (whiney? difficult? wiggly? mean?... the point is don't fill in the blank!) Simply state repeatedly that his/her behavior is unacceptable, and make sure that s/he understands WHY, and can explain it back to you.
- **Be consistent.** If you attempt to follow through with a consequence, but it doesn't seem to pay off the first time, don't just give up. Set up your rules, expectations, rewards, and consequences in advance and stick to them.
- When dealing with conflict, teach **resolution** and personal **responsibility**. Hold each student accountable for his/her own actions. Emphasize that "the only person that you can control is you." Learning how to make the right choices when faced with a difficult situation builds character. Taking ownership of mistakes and poor choices takes a very strong person indeed.
- **Dealing with conflict**, and teaching resolution. Make certain your students know that bullying will not be tolerated. The consequence for bullying should be a private meeting with the coach to discuss the feelings and emotions that motivated the student's actions, with a follow-up conversation with the "victim" about how

those actions made him/her feel. Each student should have a chance to share. Finish the conversation with a sincere apology or a handshake as closure.

- When dealing with **bullies**, whether in your own class or out on the playground during recess, emphasize to your class that they are a team and that it is their responsibility to look out for each other. If they see one of their teammates getting pushed around, insulted, made fun of, or bullied in any way, they need to gather their forces (some more of their teammates) and go to the aid and rescue of their classmate. There is strength in numbers, and let them know that **defending what is right** and standing up for others when they are unable to stand up for themselves is what heroes are made of. "Do you want to be a hero? How does it make you feel when someone is mean to you and makes fun of you? How would it make you feel if someone was being mean to you, and then when you turned around you found that 10 of your teammates had your back? **In this class we protect ALL of our classmates.** You don't have to be best friends, you don't even have to particularly like the person, but you stand up for what is right."
- Incorporate [Dr. Phil's Anti-Bullying Pledge](#) into your class (if not your entire school!).
- **Use positive reinforcement, rewards, and incentives as motivational tools.** Some ideas might include:
 - **Team points** that are randomly awarded groups who show teamwork, cooperation, and good effort.
 - Individual **stickers** awarded to students to keep on their own sticker page in their PE journals.
 - Monopoly-type **money** used to randomly reward students who show good sportsmanship, fair play, enthusiasm, etc. Create your own class money with your picture on it and call it something catchy, like "Kosko Cash" or "Bulfinch Bucks."
 - **Random drawings.**
 - During the daily cool-down, or even at the end of the school day, give students an opportunity to compliment someone else, or to **express appreciation** for one another. When a student gets mentioned for doing a good deed, receives a compliment, or gives encouragement to another student, both students write their names on a piece of paper (or the coach does it for them while the students are talking) and drops the names in a jar for the next drawing. Students may not compliment the same student more than one time.
 - Enter students in the drawing who are particularly helpful that day, who are nice to their peers, who exhibit good leadership skills, etc. Be sure to tell why each student is getting his/her name in the jar, and allow the class to **celebrate** (clap for them, high-five, etc.). Keep track of the students whose names are going in, and be sure to find some way to **compliment** EVERY student in the class prior to each drawing.
 - **Use the drawing jar** for students who perform extra-curricular fitness activities. If a parent or guardian fills out your short little form that verifies that the student exercised or played actively outside for 30 minutes or more, the student gets entered in the drawing.
 - NOTE: these ideas work equally well when used with the sticker, money, or points system.
- **PRAISE! PRAISE! PRAISE!**
- Stress **SAFETY**. When students begin to play "out of control" you can feel an accident waiting to happen. When students are moving too fast and carelessly in an activity, you can simply slow the game down by changing the movement. Instead of running during tag, have students skip, hop, bear crawl or crab walk! That'll slow 'em down!
- Stress the following **key points** with regard to class management:
 - It is important to listen, so that they know the rules, and know how to play SAFELY.
 - It is important to play according to the rules, so that no-one gets HURT.
 - Therefore... if a student is NOT listening, or NOT playing according to the rules, he/she must be removed from the activity for SAFETY reasons.
- If you have a student sit out of an activity, make sure he/she is where **YOU can see him/her**, but the **class cannot**. If you have him/her sitting in front of the class, it provides them with the opportunity to clown around even more! In this instance you may want to incorporate a "penalty box" when a student is demonstrating poor sportsmanship or unsafe/unfair play (just like hockey) with a set amount of time, or you may have the student decide when they are ready to return to the game (probably after an acknowledgement of the infringement and an agreement to abide by the rules of the game). If two (or more) kids are sitting out, do not put them together (simple common sense).
- Offer physical exercise as an opportunity to **release pent-up emotions or energy**. "If running to the fence and back, or doing a few push-ups will make you feel better, help you hone your focus, or enable you to let off some steam, by all means go for it!!!" Use it as an opportunity and a stress management tool – not a punishment.
- **NEVER use exercise as a punishment.** Exercise should be viewed as a REWARD for your body and something that we want all students to embrace for life. By making any type of exercise a punishment, the student's attitude toward exercise becomes very negative - and that negative association often lasts a lifetime!

- **Never take away Physical Education time for punishment.** You are taking away something that is beneficial for the brain and body as a punishment. It sends a mixed message. We're telling our kids that they need to spend more time exercising, yet we're taking that time away. For many kids, lack of movement opportunity is the root of their behavior issues, yet we make them hold still LONGER for punishment! Common sense says **"get those kids moving!!"**
- **Movement is essential for learning.** A simple analogy is to think of the mind like a sponge. Once filled up, you can pour and pour, but no amount of pouring will get more water in. By allowing the kids to move, the brain is actually able to process the information, sort through it, and make more room for absorption. So it only makes sense then, that when kids get squirrely, what they need is to MOVE - not to hold still! (See any study by [Eric Jensen](#), Brain-Compatible Learning, and the Brain and Body Connection.) Try one of these alternatives, or come up with a creative solution of your own. When faced with:
 - **Incomplete Homework/Seatwork:** Rather than having kids miss recess or PE, try calling the parent. A quick call with a simple message such as, "Just a reminder that Johnny will have a night and a half of homework tonight, since last night's homework was incomplete" should give the parents a heads-up. (After all, we do need to allow the parents to get involved, and hold them accountable for encouraging their kids!)
 - **Squirrely students** during quiet learning times: When the gentle reminders are no longer working, or perhaps it is a blustery day and the students are feeling it, or it's the day before or after a vacation - these are times that kids have a hard time keeping their focus. This is the time that you turn on your class anthem (pick an upbeat Disney tune) and perform your class dance!! You'll find a lesson plan on establishing your own class dance in our Rhythm and Dance units! Play the song once, get the wiggles out, then get back to work! For K-2 you can use one of Greg & Steve's songs that have movement instructions written into the lyrics. For all grades you can always use the Chicken Dance or the Macarena!
- **Use the following phrases frequently:**
 - "I like the way Johnny is...."
 - "I'm looking for..." (behavior, form, sportsmanship, etc.)
 - "I am so impressed with the way you all..."
 - "How did I get so lucky this year with ALL of you fantastic students in ONE class?!?!" Say it like you mean it, and soon enough you will! Tell the students often that you enjoy seeing them every day, that you would never want any other job in the world because they are so incredible and valuable and that they are precious treasures, and that you feel blessed and honored and fortunate to be their teacher/coach. (How do you think that would make them feel? How do you think they would want to behave knowing that you believed in them and valued them THAT MUCH?)
- **Never raise your voice in anger.** To really get a student's attention, get very quiet, get down on his/her level, look in his/her eyes, and reinforce your expectations and consequences. "Your behavior is unacceptable. Do you want to have to sit out? If you continue in this manner, you will be removed from the game." Be very direct and to the point, but don't show anger. The student has chosen the behavior and now has another choice to make. Encourage him/her to make the right choice now.
- **Behavior Management in a nutshell.** (guidelines only)
 - **Step One:** General Verbal Reminder emphasizing the behavior you are looking for. ("I like the way Cindy is sitting so quietly and waiting for instructions." or "I like the way Roberto is keeping his hands behind his back and paying attention.")
 - **Step Two:** Eye contact with gentle reminder of unacceptable behavior. ("Now is not the time to be talking.")
 - **Step Three:** Stand near the student as you continue the lesson.
 - **Step Four:** Quiet, respectful, yet firm warning of consequence.
 - **Step Five:** Initiate appropriate consequence with as little disruption to class as possible.
- When student's behavior is **intentionally** disrespectful to the coach or classmate, skip immediately to step five. If a student's behavior is unsafe or causing unnecessary risk of injury to self or others, skip immediately to step five.
- **Never** use embarrassment, insults, ridicule, or sarcasm as a method of behavior management. It is a teacher's job to instill self-confidence and respect. Insulting and embarrassing a student may give you the compliance you are looking for, but will also foster deep feelings of resentment, decrease the respect the student has for you as a coach, and will damage rather than improve self-esteem. This includes eye-rolling and heavy sighs of exasperation! A student can feel it when you are being disrespectful and condescending and their attitudes toward you will reflect the same.
- A student's **motivation** for "good" behavior should come from a deep sense of self-respect and a desire to be the best he/she can be. As a coach, if you can instill - in each student - respect for self and others, the rest of your job will be a breeze! "If you show disrespect toward others, you are really showing a lack of respect for yourself." Instill core values into your students at every opportunity. (for core value discussion, read Stephen R. Covey's 7-Habits and the 8th Habit books.)

PLAYING GAMES!

- Prior to beginning play, check shoes and attire. Shoes need to be appropriate for running and dodging and attire needs to be non-restrictive and free from dangling objects such as jewelry, chains, or belts. It's a good idea to send a note home to inform parents of physical education days and policies. Some students may want to keep an extra pair of athletic shoes inside the classroom.
- As a general rule of thumb, select activities that have about the same number of rules as the grade level of the students. First graders do GREAT with ONE rule, while fifth graders can handle about five rules. Kindergarteners can repeat the action that you are doing NOW.
- Keep your student's attention by keeping things **moving** and by keeping things **FUN**.
- **Change the activity** while the students are still having fun playing this one. Do not wait until they get tired of it. As soon as you see one or two students exhibiting signs of fatigue or burn-out, call in the students and move on to the next activity. This will ensure that they will WANT to play that game again tomorrow!
- If **YOU** are excited about your activities, **THEY** will be too! Your **energy** (or lack thereof) is contagious!
- **Get involved** in the PE games/activities WITH students when possible. Be sure that if you are playing, you do not neglect to watch the students at the same time.
- Students think that they can get "**cooties**." Nip that in the bud from day one. *"In THIS class, no-one has cooties. If we are playing in groups or partners it is NOT acceptable under any circumstances to make a negative comment about anyone! If the game or activity calls for a partner you will partner up with the person closest to you with NO hesitation and NO complaints! We are all a team in this class - and teammates support each other."*
- When faced with **conflict on the field** – we support "**do-overs!**" When in doubt, do it over! Kids totally understand this concept and it will alleviate many hard calls.
- Your students will push you as far as possible to see where your breaking point is. You need to **establish your classroom policies** and be consistent with them. Don't wait until the whole class becomes unruly and then yell and get angry. Although commonly used, it is simply not a good teaching strategy! If you have established your classroom policies for acceptable behavior, a quick reminder to the class or an individual that "that behavior is not acceptable in this class" will do wonders.
- **Mix it up!** It's OK to play girls vs. girls and boys vs. boys sometimes. You need to have smaller groups anyway! It *might* even be OK to play girls vs. boys *sometimes*. Use your best judgment.
- **Surface selection:** If outdoors, try to play on the grass as much as possible. If you must play on blacktop, do not play any games that involve running or dodging - like tag! Change your lesson plan from running games to stationary activities, such as throwing, dribbling, and catching. **Do not play any games that involve tag of any kind on blacktop.** (Do not. Don't do it. Don't even think about it. Thank you. And your student's knees thank you!)

FITNESS

- The National Association for Sport and Physical Education (NASPE) Outcomes Project tackled the question: "**What should physically educated students know and be able to do?**" They defined five major focus areas, specifying that a physically educated person:
 - Has learned skills necessary to perform a variety of physical activities
 - Is physically fit
 - Participates regularly in physical activity
 - Knows the implications and benefits of involvement in physical activities
 - Values physical activity and its contribution to a healthful lifestyle
- **How much physical activity do children need?** The NASPE's Council for Physical Activity for Children has published the following guidelines:
 - A minimum of 30 - 60 minutes of developmentally appropriate physical activity per day from a variety of physical activities.
 - A child's daily physical activity should occur in periods lasting at least 10 to 15 minutes. This activity should involve moderate-to-vigorous physical activity that alternates with brief periods of rest and recovery.
 - Extended periods of inactivity are inappropriate for children.
 - Physical activities should include a variety of movement opportunities.
 - Components of physical fitness include muscular strength and endurance, cardiovascular fitness, flexibility, and body composition.
- **Muscular Strength and Endurance**
 - Muscular strength is the maximum force that a muscle produces against a resistance in a single, maximal effort. ("the heaviest weight you can budge")
 - Muscular endurance is the capacity of a muscle to exert a force repeatedly against a resistance. ("the heaviest weight you can lift over and over again")
 - Examples for working on upper body muscular endurance might include crab walks (e.g. crab soccer), bear crawls, push-ups, triceps dips, tug-of-war, etc.

- Examples for working the "core" include planks, yoga stances, pilates exercises, abdominal crunches, "swimming" in a prone position, hip raises from a supine position, etc.
- Examples for working the lower body might include lunges or lunge walks, squats, jumps, frog jumps, leaps, etc.
- Circuit training with a variety of muscular conditioning exercises interspersed with full-body rhythmic exercises (e.g. knee lifts, jumping jacks) can create a complete fitness conditioning workout that improves both the cardiovascular system AND muscular endurance.
- **Cardiovascular Fitness**
 - The capacity of the circulatory and respiratory systems to supply oxygen during sustained physical activity.
 - Cardiovascular fitness is improved through aerobic exercise, which is any physical activity that stimulates the body to use oxygen more efficiently.
 - Examples for incorporating aerobic exercise include continuous play games that involve constant movement, jump rope activities, circuit workouts with challenging activities, jogging, team challenges, kickboxing workouts, etc.
- **Flexibility**
 - The ability of a joint to move through its full range of motion. The more flexible you are, the more easily you can reach, bend, and stretch. Good flexibility also decreases the risk of injury from pulled or strained muscles.
 - Develop flexibility through slow and sustained stretching, as opposed to bouncing movements.
 - Always warm up BEFORE stretching. Think of the muscles like taffy - the warmer the taffy the better it stretches (use the example of Laffy Taffy or a Big Hunk candy bar).
 - Hold each stretch for 15-20 seconds in a comfortable position to the edge of pain - NOT until you are IN pain!!!! The cliché "no pain, no gain" does NOT apply here!!
- **Body Composition**
 - The ratio of lean-to-fat body mass. Body composition is commonly measured using skin-fold calipers or the body mass index.
 - Body composition is improved through cardiovascular exercise, muscular strength and endurance, and by following a proper diet with good nutritional practices.
 - Providing adequate movement opportunities and nutritional education are essential for maintaining or improving body composition.

FITNESS PRINCIPLES

- **Overload:** The principle of overload states that in order for the body to benefit from an exercise the stress/load of the activity must be greater than that to which the body is already accustomed.
- **Progression:** In order to see continued improvement, the training program must be progressive in nature (start light, progress to moderate training, then progress to a higher level of training.)
- **Specificity of Training/Adaptability:** The type of adaptations that the body makes in response to exercise are directly related to the type of training performed. For example, in order to be a faster runner, you must train with running (as opposed to swimming). If you want more muscular arms, you must do biceps curls (not squats).
- **Overuse:** Too much training, or training that is too frequent will not yield maximal training adaptations. The body needs time to recover from exercise bouts. It is during the recovery phase that the body makes adaptations and becomes stronger. The body essentially says to itself "wow, that was hard! I better make myself stronger so that I will be more prepared for the challenge the next time!" And it does.
- **Reversibility:** Adaptations that occur in the body as a result of training will reverse themselves (go away) if the training is discontinued.
- **FITT:** Frequency, Intensity, Time, and Type of exercise. These variables can be manipulated a variety of ways in order to attain your fitness goals.
 - **Frequency:** how often you train (play).
 - **Intensity:** how hard you workout during your exercise session.
 - **Time:** how long - the duration/length of the individual exercise bout.
 - **Type:** what kind - the type of exercise performed.

TANDALAY AND FITNESS TRAINING

Tandalay incorporates fitness training into every aspect of our curriculum. Through the Power of Positive Play, students increase their cardiovascular fitness, muscular strength and endurance, flexibility, body composition, and ultimately their physical, social, and emotional well-being.

Some basic Do's and Don'ts

- **Do:** Always warm up BEFORE you stretch.
- **Don't:** Bounce when you stretch. This causes a reflex contraction in the muscle and can lead to injury. Stretch in a slow and controlled manner and hold each stretch for 20 - 30 seconds each. (Keep in mind that this rule eliminates "Cherry Pickers" and "Windmills" from the list of acceptable exercises!)

- **Do:** Stretch every day. Work on range-of-motion stretching at the beginning of the lesson and flexibility at the end of the lesson. Use stretching time for discussion and closure.
- **Don't:** Include contraindicated stretches and activities. These are activities that put the body in a compromised or potentially harmful position. These include:
 - positions in which the knee angle is less than 90 degrees, with the knee extending beyond the ankle or toe of the foot.
 - full neck circles. Dropping the head back may cause compression of the vertebrae in the neck and should be avoided. Circle side, front, side, front instead.
 - hanging hamstring stretch. The full body weight hanging against the hamstring muscles may prove to be too much. Either allow student to sit with legs in front and reach to stretch, or have them perform the standing hamstring stretch with back flat, and hands on thighs to support the body weight.
 - hurdler's stretch with the foot out. Bring the foot inside, then lean in to stretch the hamstring. With the foot out, it produces too much torque on the knee - we simply weren't meant to bend that way.
 - standing heel-to-hiney (rear-end, tush, bum, gluteals...) stretch. This is a good quadriceps stretch if performed with the foot coming straight back - not to the side of the body. To make the stretch more effective, keep the bent knee behind the midline of the body (press the knee back. Sometimes it helps to lift the other arm up and lean forward a bit while bringing the bent knee back.)
- **Do:** feel free to use and re-use warm-ups and activities from this site whenever you want to. Mix and match, skip and repeat activities as you see fit. Some groups will love one activity and not another, while other groups will love the other. Do what works. Repeat what you love. Try at least one new activity every day. Keep it fun and exciting. And keep those kids moving!!!!

TANDALAY FITNESS UNITS

Tandalay Fitness Units are provided at the beginning of the curriculum, in the middle, and toward the end. Students are motivated by seeing and experiencing improvements in their fitness levels. In each two-week unit we provide one week of lead-up training and practice, then one week of lessons with the fitness testing criteria written into (or linked in) each lesson plan. We provide the testing criteria for both Fitness Gram and President's Challenge Fitness Assessments.

TANDALAY UNIT NEWSLETTERS provide students and parents with information that students should know regarding physical education and fitness principles. Our topics are standard-driven and are designed to motivate youth and their families to pursue active lifestyles, make sound nutritional choices, and to learn the key principles regarding fitness, health, and wellness. Newsletters are provided in downloadable pdf files with an area designated for your own school's logo or mascot!

TEACHING TO THE STANDARDS

- Tandalay Curriculum has provided everything that youth should **"know and be able to do"** right in each units' lesson plans, provided standards-based assessments for each unit along with assessment software for YOUR very own class! If you teach to our lesson plans you will cover nearly every standard written for physical education!
- You'll find **PRE-TEST** games and activities written into **Monday's** lesson plan of the **FIRST** week of each unit. You'll find **POST-TEST** games and activities written into **Friday's** lesson plan of the **SECOND** week of each unit. You'll find the **Assessment Criteria** for each unit on the Unit Outline page for each unit, as well as the Monday and Friday Pre- and Post-Test days.
- **Daily lesson plans** include a lot of information and activities. Please do not feel as though you need to complete all of the activities in one lesson. Our lessons are designed to work for both physical education AND after-school recreation - hence each lesson can keep kids moving and having fun for 20 minutes or two hours! You might choose to stretch one unit into 4-6 weeks - and that's OK!
- Now you have easy to teach, fun to play, no prep-time needed, quality PE and after-school recreation **at your fingertips!!!**
- If you follow these simple strategies, you will have a very **successful** teaching experience. Please take the time to read each lesson plan **carefully** and follow each point as you teach.

TANDALAY AND QUALITY PHYSICAL EDUCATION

We believe that a good quality (not just "quantity") Physical Education program is essential for our students. Quality PE provides students with a myriad of essential learning experiences that cannot be duplicated in the classroom. Some of the benefits of a quality PE program are listed here:

1. An opportunity to teach **character traits** such as sportsmanship, teamwork, cooperation, encouragement, kindness, responsibility, self-esteem, respect for others, and so much more!
2. It gives students an additional arena in which to excel. Some students who struggle in the classroom may find **increased self-respect** and a new sense of respect from their classmates.

3. A quality PE program keeps our students healthy through daily participation in the program, while teaching them the **basic skills** needed for future fitness and athletic success.
4. Quality physical education promotes **long-term health** and wellness by making health and fitness fun, and by incorporating lessons on the importance of movement and proper nutrition for overall health and disease prevention.
5. **Reduces obesity** and other health risks.
6. Research shows that a quality PE program **increases learning** and academic success.
7. PE can be used to enhance and **reinforce learning** across the curriculum.
8. Quality PE involves **every** student, and meets **every** student at his or her level of ability. Good PE emphasizes each individual's contribution and **celebrates individual success**, while downplaying athletic competition. Our focus is on participation and **FUN**... while we encourage extra-curricular sports activities for those who desire competition.

TANDALAY AND AFTER-SCHOOL PROGRAMS

We believe that a quality after-school program is equally essential for our youth. As Colin Powell so aptly put it "There is abundant evidence that kids who have caring adults in their lives, safe places to go after school, and constructive activities to absorb their interest and energy, stand a much better chance of avoiding trouble, succeeding in school, and leading happier lives than those who don't."

- We believe that children and youth who are involved in Tandalay All-Out-Play in the after-school setting will benefit in a number of ways:
- Tandalay All-Out-Play gives participants a feeling of acceptance and worth as part of a "team" that works together cooperatively to achieve a common goal (FUN!)
- All participants will enjoy success through our program, leading to increased self-esteem as they see themselves moving, participating, and contributing in a meaningful way.
- Tandalay Curriculum emphasizes sportsmanship, teamwork, and cooperation, along with "Character Counts." Participants learn not only to respect themselves, but to respect and appreciate others.
- Participants learn through experience and discussion how to interact appropriately with others, to be responsible with equipment, to resolve conflicts peacefully, and to play with integrity and honesty.
- Participants benefit from the interaction with their Coaches and Assistants. Our thorough Tandalay Training for PE Teachers and Recreation Leaders prepares staff for taking on meaningful leadership roles.
- Tandalay All-Out-Play will keep participants coming back for more! Attendance is a key factor in after-school programs. Fun, acceptance, safety, and total inclusion will increase attendance in both consistency and recruitment.

After-School Recreation provides a meaningful movement experience that enriches the lives of youth by providing long-lasting health and fitness skills, encouraging relationships with caring and consistent adults, and by enhancing self respect and respect for other through the Power of Positive Play!

Physical Education is MORE than running, calisthenics, or sport.
It is a total movement experience that focuses on FUN, involvement, character,
self-esteem, health & fitness, and total well-being for our students.

It is an essential part every day.

**Thank you for visiting our site.
We wish you the best as you inspire healthy kids
who LOVE TO MOVE!**

